



## Powdersville Middle

135 Hood Road  
Greenville, SC 29611

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	546 Students	
<b>Principal</b>	Monty Oxendine	864-269-1821
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

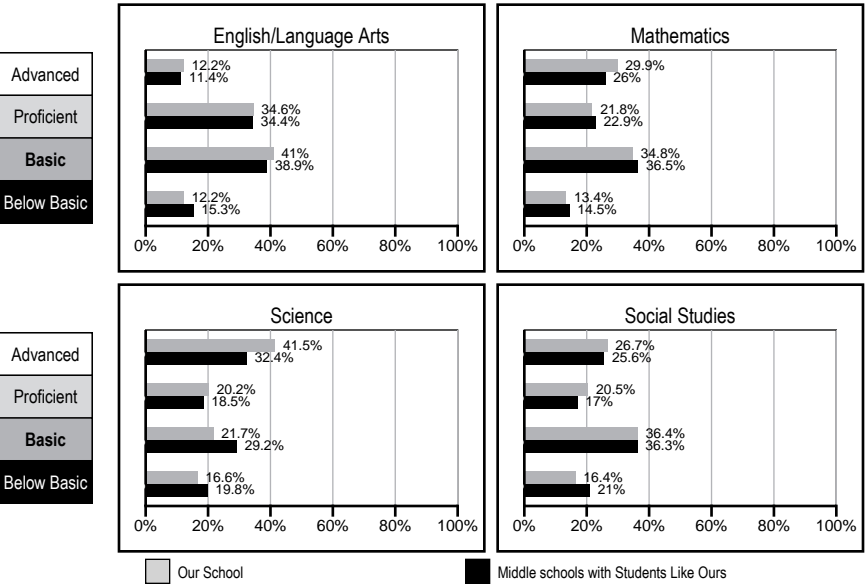
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	4	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	99.4
English 1	100.0	87.2
Physical Science	0	0
All Subjects	100.0	98.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=546)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.1%	Up from 10.9%	41.2%	19.4%
Retention rate	0.6%	Down from 1.1%	0.9%	1.8%
Attendance rate	96.0%	Down from 96.3%	96.7%	95.8%
Eligible for gifted and talented	21.2%	Down from 21.3%	27.7%	15.3%
With disabilities other than speech	8.6%	Down from 9.3%	9.2%	12.9%
Older than usual for grade	0.5%	Down from 1.5%	1.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 1.5%	0.7%	0.7%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	64.5%	Down from 65.6%	57.5%	55.0%
Continuing contract teachers	90.3%	Up from 87.5%	75.9%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.8%	5.4%
Teachers returning from previous year	93.1%	Up from 91.6%	86.1%	83.4%
Teacher attendance rate	94.9%	Down from 95.9%	95.3%	94.9%
Average teacher salary	\$48,889	Up 3.0%	\$46,696	\$44,706
Professional development days/teacher	9.5 days	Up from 8.9 days	12.5 days	11.8 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	6.0	3.0
Student-teacher ratio in core subjects	26.3 to 1	Up from 25.8 to 1	21.9 to 1	20.1 to 1
Prime instructional time	89.6%	Down from 91.2%	89.7%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Up from 94.3%	99.5%	98.0%
Character development program	Good	Up from Average	Excellent	Good
Dollars spent per pupil*	\$6,714	Up 1.4%	\$6,732	\$7,097
Percent of expenditures for instruction*	58.7%	Up from 57.6%	64.3%	64.4%
Percent of expenditures for teacher salaries*	55.1%	Up from 53.0%	60.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## Report of Principal and School Improvement Council

The 2007-08 school year was another very exciting one at Powdersville Middle School. Our faculty, staff, and students experienced a great deal of success in academics, the arts, athletics, and various service learning activities. Some of our year's successes are listed in the proceeding paragraphs.

Our 2007 PACT scores earned us an Absolute Rating of Good on last year's Annual School Report Card, the seventh year in a row of such a rating. Schooldigger.com ranked our school 13th out of 227 public middle schools in the state of South Carolina. Our school was one of 141 elementary and middle schools across the state to be recognized by the Education Oversight Committee (EOC) for our efforts in closing the achievement gap among students of differing economic, racial, and ethnic groups. Our Teacher of the Year, Miss Tammie Collins, was named Anderson District One Teacher of the Year, marking the third time in the last four years one of our teachers has received this honor. Mrs. Mary Howell, sixth grade social studies teacher, was voted our school's Teacher of the Year for 2008-09.

Forty percent of our student body (218 students) maintained "All A" or "A/B" honor roll status for the entire year. Twenty-three eighth grade students were named Junior Scholars. Seventy additional students were inducted into the National Junior Beta Club. We saw a continued increase in our students' independent reading as evidenced by the number of them participating in the Reading Counts program, and by approximately 25% of the student body being involved in our afterschool reading club, FRED.

Two seventh grade band students were selected to the SC Band Directors' Association Region Two Band. A seventh grade strings student was chosen to participate in the Regional All State Orchestra. An eighth grade chorus student was selected to the Junior All State Chorus for 2008-09. Six art students received recognition at various competitions at the regional (Lions Club International Peace poster contest and SC Design Challenge contest) and county (Anderson County Anti-Gang Task Force billboard contest, Anderson Student Awareness program t-shirt design contest, and Anderson County Youth Art Month exhibit) levels. Approximately 450 students participated in Job Shadowing Day. Our competition cheerleading squad successfully competed in four regional events, earning a third place, two second places, and one first place. They also raised over \$2000 and donated it along with household items to the Ronald McDonald House. Other school-wide service projects included Meals on Wheels, Toys for Tots, St. Jude Children's Hospital, canned food drives, and campus beautification efforts.

Finally, Powdersville Middle is fortunate to have such a quality faculty, staff, and supportive community. Our School Improvement Council, PTSO, and entire school family have one common goal – making PMS the best it can be! Through continuing to work together, we remain "Marching Toward a Better Future."

Monty Oxendine, Principal

Monique German, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	175	59
Percent satisfied with learning environment	100.0%	65.9%	88.1%
Percent satisfied with social and physical environment	100.0%	71.3%	83.1%
Percent satisfied with school-home relations	100.0%	79.2%	83.6%

\* Only students at the highest middle school grade level and their parents were included.

### Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	546	100	12.9	43.1	35.1	8.9	56.2	63.1	48.2	Yes	Yes
<b>Gender</b>											
Male	284	100	16.6	47.2	30.9	5.3	49.8	57.1	41.7	N/A	N/A
Female	262	100	9.1	38.7	39.5	12.6	62.8	69.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	472	100	11.8	43	36.3	8.9	57	64.9	60	Yes	Yes
African American	36	100	26.5	41.2	29.4	2.9	44.1	47.2	31.7	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	81.6	70.4	I/S	I/S
Hispanic	24	100	13.6	50	13.6	22.7	54.5	47.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	39.5	48.8	9.3	2.3	18.6	24.8	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	41.7	41.7	16.7	0	41.7	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	127	100	23	54	20.4	2.7	36.3	46.5	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	546	100	14.3	36.7	22.4	26.6	60.8	59.8	45.8	Yes	Yes
<b>Gender</b>											
Male	284	100	11.3	37.4	20.4	30.9	63.4	60	45.6	N/A	N/A
Female	262	100	17.4	36	24.5	22.1	58.1	59.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	472	100	13.8	35.4	22.7	28.1	62.6	62	59	Yes	Yes
African American	36	100	17.6	50	26.5	5.9	35.3	37.1	26.9	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	86.8	71.3	I/S	I/S
Hispanic	24	100	27.3	31.8	13.6	27.3	59.1	45.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	44.2	39.5	11.6	4.7	25.6	24.5	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	25	58.3	8.3	8.3	50	39.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	127	100	28.3	46	16.8	8.8	39.8	44.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	355	100	16.7	21.7	20.2	41.4	61.6	57.2	35.7	96	96.1
Gender											
Male	184	100	13.5	18.8	19.4	48.2	67.6	60.1	37.4	96	96.1
Female	171	100	19.9	24.7	21.1	34.3	55.4	53.9	33.8	96.1	96.1
Racial/Ethnic Group											
White	308	100	16	20.1	20.7	43.2	63.9	59.8	49.2	95.9	96
African American	24	100	22.7	50	13.6	13.6	27.3	31.9	17	96.5	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.8	58	97.2	97.5
Hispanic	15	100	23.1	15.4	23.1	38.5	61.5	46	24.9	96.9	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.1	94.9
Disability Status											
Disabled	28	100	36	40	20	4	24	23.7	14	95.5	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	38	24.4	98.1	96.6
Socio-Economic Status											
Subsided meals	81	100	32.4	33.8	21.1	12.7	33.8	38.2	21.1	94.1	95.2

Social Studies

All Students	361	100	16.4	36.3	20.5	26.9	47.4	50.7	34	96	96.1
Gender											
Male	192	100	11.8	37.6	20.8	29.8	50.6	53.7	36.6	96	96.1
Female	169	100	21.3	34.8	20.1	23.8	43.9	47.3	31.3	96.1	96.1
Racial/Ethnic Group											
White	314	100	16.6	36.3	20.3	26.8	47.1	51.8	44.5	95.9	96
African American	23	100	26.1	39.1	26.1	8.7	34.8	39.5	19.1	96.5	96.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	80	58.9	97.2	97.5
Hispanic	16	100	6.3	37.5	12.5	43.8	56.3	39.3	27.5	96.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.1	94.9
Disability Status											
Disabled	36	100	43.8	34.4	9.4	12.5	21.9	24.9	14.4	95.5	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	98.1	96.6
Socio-Economic Status											
Subsided meals	82	100	30.1	38.4	20.5	11	31.5	37.5	21	94.1	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	100	17.8	41.8	30.8	9.6	40.4
	7	189	100	18.3	37.2	37.8	6.7	44.4
	8	177	100	12	47.6	36.7	3.6	40.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	180	100	8.8	38.8	42.9	9.4	52.4
	7	170	100	14.3	47.2	31.7	6.8	38.5
	8	196	100	15.5	43.3	31	10.2	41.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	100	10.3	22.6	34.9	32.2	67.1
	7	189	100	10.6	39.4	24.4	25.6	50
	8	177	100	16.3	59.6	14.5	9.6	24.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	180	100	7.1	27.1	22.9	42.9	65.9
	7	170	100	12.4	37.3	21.7	28.6	50.3
	8	196	100	22.5	44.9	22.5	10.2	32.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	81	100	23.6	18.1	18.1	40.3	58.3
	7	189	100	15.6	30	18.3	36.1	54.4
	8	87	100	16.9	44.6	21.7	16.9	38.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	92	100	15.1	20.9	15.1	48.8	64
	7	169	100	11.3	23.8	19.4	45.6	65
	8	94	100	27.8	18.9	26.7	26.7	53.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	77	100	4.2	27.8	30.6	37.5	68.1
	7	189	100	28.3	34.4	14.4	22.8	37.2
	8	90	100	22.9	44.6	22.9	9.6	32.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	89	100	4.8	19	25	51.2	76.2
	7	170	100	19.3	37.3	16.8	26.7	43.5
	8	102	100	21.6	49.5	22.7	6.2	28.9

Abbreviations for Missing Data

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N/R–Not Reported

I/S–Insufficient Sample